

Unit 4: Giraffe's Story

About the unit/ Where this unit fits		
Three years old. Third term, month of May.		
Prior Learning	Language used in the unit	Important Resources
<ul style="list-style-type: none"> - Make a circle. - Hello and goodbye songs. - Stick stickers. - Characters of the book. - Participate in hello, bye, coat, move, stickers and clean routines. - Associate parts of the body. - Associate clothes. - 	<ul style="list-style-type: none"> - Narrative text is based in Giraffe's story; it contains descriptive text to point different parts of the body or clothes. It starts with Giraffe who look herself bad and other characters help her giving some clothes. It describes clothes and body parts. - Concepts: shoes, coat, glasses, hat, eyes, ears, neck, feet, feelings, characters... - Paralanguage: Affect displayers, emblems, illustrators. - We'll use different songs and different routines to move in class and to realize different activities. 	<ul style="list-style-type: none"> - Book. - Characters of the book. - Stickers of the unit. - Flashcards. - CD.
Expectations		
At the end of this unit all the children must	Participate in Giraffe's story, reading (following the book) the story at the same time that teacher is reading loud and sticking the stickers in correct holes.	
At the end of this unit most of the children should	Children understand concepts associating different parts of body and clothes to book pictures and doing emblems to show body parts.	
At the end of this unit some of the children could	Children understand causes of feelings and causes of giving clothes to Giraffe.	

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<p>a) Associate their own body and that of others, their action possibilities and learn to respect differences.</p> <p>c) Develop communication skills in different languages and forms of expression.</p>	<ul style="list-style-type: none"> - Children associate different parts of the body like eyes, neck, feet... 	<ul style="list-style-type: none"> - Chant : Show me your eyes 	<ul style="list-style-type: none"> - 75% children point the part of body with the song. - 15% follow the rhythm at correct time. - 10% can sing the song with the rhythm.
2	<p>a) Associate their own body and that of others, their action possibilities and learn to respect differences.</p> <p>c) Develop communication skills in different languages and forms of expression.</p>	<ul style="list-style-type: none"> - Children associate different parts of the body like eyes, neck, feet... 	<ul style="list-style-type: none"> - Giraffe's twister activity. 	<ul style="list-style-type: none"> - 75% children go to correct hoops at correct time. - 15% children go out of hoops and sit down in the chair when the teacher said the card. - -10% children associate the all body part and the other children.
3	<p>a) Associate their own body and that of others, their action possibilities and learn to respect differences.</p> <p>c) Develop communication skills in different languages and forms of expression.</p>	<ul style="list-style-type: none"> - Children associate different clothes like hat, shoes, glasses, coat... 	<ul style="list-style-type: none"> - Let's get dressed activity. 	<ul style="list-style-type: none"> - 75% children associate were put the clothes. - 15% children associate teacher's mistakes. - 10% children associate their clothes and the other, and mistakes

4	<p>a) Associate their own body and that of others, their action possibilities and learn to respect differences.</p> <p>c) Develop communication skills in different languages and forms of expression.</p>	<ul style="list-style-type: none"> - Children associate different clothes like hat, shoes, glasses, coat... 	<ul style="list-style-type: none"> - Find a hat activity. 	<ul style="list-style-type: none"> - 75% children associate real clothes and where is it. - 15% children associate real clothes with flashcard. - 10% children associate moving on the hoops and associate all clothes.
	<p>a) Associate their own body and that of others, their action possibilities and learn to respect differences.</p> <p>c) Develop communication skills in different languages and forms of expression.</p>	<ul style="list-style-type: none"> - Children review clothes and body parts, and help their partners to wear it. 	<ul style="list-style-type: none"> - Put on the clothes activity. 	<ul style="list-style-type: none"> - 75% children associate help their partners wearing clothes. - 15% children associate all clothes and body parts helping partners. - 10% children do everything without mistakes.
	<p>a) Develop emotional skills.</p> <p>b) Develop communication skills in different languages and forms of expression.</p>	<ul style="list-style-type: none"> - Children acquired self confidence and they help the others. 	<ul style="list-style-type: none"> - Story 	<ul style="list-style-type: none"> - 75% children follow the story. - 15% children answer to the teacher's question. - 10% children have empathy with the characters of the story.

Lesson # 1		
Learning objectives	Learning outcomes	Evidence for Assessment
a) Associate their own body and that of others, their action possibilities and learn to respect differences. b) Develop emotional skills. c) Develop communication skills in different languages and forms of expression.	Children associate different parts of the parts of the body, like eyes, neck, feet, ears...	<ul style="list-style-type: none"> • They touch the different parts and sing the song • They take the different flashcards that it is in inside the giraffe's bag. • They imagine that they are giraffes and they touch eyes, neck....
Discourse/Text targeted		Language targeted- Non-verbal L Targeted
<ul style="list-style-type: none"> • Games explanation. • Songs explanation. 		<ul style="list-style-type: none"> • Concepts: eyes, ears, feet, neck... • Paralanguage: Body moves about parts of the body.
Outline of leading activities		
Associate the different parts of the body.		

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	30"	Full Group	Hello Skippy! Song.	Start Hello Skippy! Song, and help to sing it.	Cd
	30"	Gull Group	Go to the carpet, with song Walk, walk, walk...	Sing Walk Song, and point children the carpet.	
	1'30"	All the group	Listen and respond the teacher	Explains the body parts with flashcards	Flashcards
	3'	All the group	They take the different cards	Orders to search one by one children the different parts of body in the flashcards and helps by illustrators	Flashcards
	30'	All the group	Listen to the teacher	Explains the next activity, they imagine that they are giraffes by movements and they touch the different body parts	
	30'	All the group	They stand up	Say to the children stand up	
	3'	All the group	Imagine they are giraffes	Say : everybody we are giraffes, and walking like the giraffes walk,walk,walk; ok ; everybody touch her long long neck , walk walk, ok ; everybody touch her eyes , walk walk...	
	3'	All the group	Sing the song "show me yours eyes" and continue imagine they are giraffes	Sing the song with them and point the different parts of the body	song
	1'	All the groups	Listen to the teacher	Explains that they stamp stickers about the different body parts on the giraffes mural while we sing the song : stamp the stickers, stamps the stickers...	stickers
	1'30"	All the group	Listen and respond the teacher	Explains the body parts with flashcards	Flashcards
	3'	All the group	Stamp the stickers on the giraffe's mural and sing the song : stamp the stickers, stamp the stickers...	Help the children and sing the song with them	Stickers
	1'	All the group	Stamp the giraffe's wall in the wall	Help the children to stamp the giraffes wall	
	1'30	All the group	The children clean up the class	Sings clean up's song and hep them	
	1'30	All the group	Sings bye, bye skippy's song	Sings bye, bye, skippy's song	

Assessment Criteria		
All children must be able to (75%) Point parts of the body with the song.	Most of the children will be able to (15%) Follow the rhythm.	Some of the children could (10%) Can sing the song with autonomy.

Lesson # 2		
Learning objectives	Learning outcomes	Evidence for Assessment
a) Associate their own body and that of others, their action possibilities and learn to respect differences. b) Develop emotional skills. c) Develop communication skills in different languages and forms of expression.	Children associate different parts of the parts of the body, like eyes, neck, feet, ears...	<ul style="list-style-type: none"> • They touch the different parts and sing the song • They take the different flashcards that it is in inside the giraffe's bag. • They imagine that they are giraffes and they touch eyes, neck...
Discourse/Text targeted		Language targeted- Non-verbal L Targeted
<ul style="list-style-type: none"> • Games explanation. • Songs explanation. 		<ul style="list-style-type: none"> • Concepts: eyes, ears, feet, neck... • Paralanguage: Body moves about parts of the body.
Outline of leading activities		
Associate the different parts of the body.		

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	30"	Full Group	Hello Skippy! Song.	Start Hello Skippy! Song, and help to sing it.	Cd
	30"	Gull Group	Go to the carpet, with song Walk, walk, walk...	Sing Walk Song, and point children the carpet.	
	3'	All the group	Listen and respond the teacher	Explains the body parts with flashcards	Flashcards
	1'	All the group	They take the different cards	Explain the next activity, the teacher introduces the different flashcard in the bag, and they must take one and put on, later the children go in the correct hoop.	flashcards
	3'	All the group	Do the activity	Helps them do activity with different question.	Flashcards Hoops
	1'30"	All the group	They sing the song Show me your eyes!	Sing the song Show me your eyes!	Cd
	1'30"	All the group	Go out the hoop and they sit down on the chairs	The teacher gives the different sticker of the body parts.	sticker
	3'	All the group	The children run in the class while the music play, when the music stops they go to the correct place	The teacher play and stop the music and helps the children to go to correct place	Cd
	1'30	All the group	The children clean up the class	Sings clean up's song and hep them	Cd
	1'30	All the group	Sings bye, bye skippy's song	Sings bye, bye, skippy's song	Cd

Assessment Criteria		
All children must be able to (75%) Go to the correct hoop.	Most of the children will be able to (15%) Go out of the hoop and sit when the teacher says the card.	Some of the children could (10%) Associate all body parts and the others ones.

Lesson # 3		
Learning objectives	Learning outcomes	Evidence for Assessment
<p>a) Associate their own body and that of others, their action possibilities and learn to respect differences.</p> <p>b) Develop emotional skills.</p> <p>c) Develop communication skills in different languages and forms of expression.</p>	<p>Children associate different clothes like hat, shoes, glasses, coat...</p>	<ul style="list-style-type: none"> • They take flashcards and put in. • They find some clothes and sit on the hoops. • They stick the stickers on the correct hole.
Dicourse/Text targeted		Language targeted- Non-verbal L Targeted
<p>-Games explanation</p> <p>-Songs explanation</p>		<p>-Concepts: shoes, coat, glasses, hat,...</p> <p>-Paralanguage: Body moves about wear clothes</p>
Outline of leading activities		
<p>Wear clothes, clothes names,...</p>		

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	30"	Full Group	Hello Skippy! Song.	Start Hello Skippy! Song, and help to sing it.	Cd
	30"	Gull Group	Go to the carpet, with song Walk, walk, walk...	Sing Walk Song, and point children the carpet.	
	1' 30"	Full Group	Make a circle with Make a circle! Song.	Sing Make a circle! Song and help children to make it.	
	1'	Full Group in a circle	Children respond.	Show flashcards and ask if it wears in correct parts.	
	3'	Full Group one by one	One by one, take the clothe that teacher says. And then, look them in the mirror.	In a circle, teacher orders child by child that take one clothe and take them. Now order look in the mirror.	Real clothes.
	3'	Full Group one by one	One by one, children will run around the circle and take the clothe that teacher says.	In a circle, teacher orders child by child, that run around the circle and take one clothe.	Real clothes.
	3'	Full Group	All together, have a clothe and then, children says, run around and take it.	Teacher says clothe to each child, and order run around and take it. (It can be doing with stickers).	Real clothes. (Stickers)
	3'	Full Group	Al together, have to take a clothe and wear it.	Teacher says when children have to take clothes and wear it.	Real clothes.
	1' 30"	Full Group	Clean with Clean up! Song.	Help singing Clean up! Song and cleaning.	
	1' 30"	Full Group	Say Good Bye with Bye Skippy! Song.	Say Good Bye.	

Assessment Criteria		
All children must be able to (75%) associate where wear the different clothes like hat on their head,...	Most of the children will be able to (15%) wear themselves (First underwear, then outwear,...)	Some of the children could (10%) wear all clothes alone and associate some summer clothes, winter clothes,...

Lesson # 4		
Learning objectives	Learning outcomes	Evidence for Assessment
<p>a) Associate their own body and that of others, their action possibilities and learn to respect differences.</p> <p>b) Develop emotional skills.</p> <p>c) Develop communication skills in different languages and forms of expression.</p>	Children associate different clothes like that hat, shoes, glasses, coat	<ul style="list-style-type: none"> • They take flashcards and put in. • They find some clothes and sit on the hoops. • They stick the stickers on the correct hole.
Dicourse/Text targeted		Language targeted- Non-verbal L Targeted
<p>-Games explanation</p> <p>-Songs explanation</p>		<p>-Concepts: shoes, coat, glasses, hat,...</p> <p>-Paralanguage: Body moves about wear clothes</p>
Outline of leading activities		
Wear clothes, clothes names...		

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	30"	Full Group	Hello Skippy! Song.	Start Hello Skippy! Song, and help to sing it.	Cd
	30"	Gull Group	Go to the carpet, with song Walk, walk, walk...	Sing Walk Song, and point children the carpet.	
	30"	All the group	Make a circle and the sing the song make a circle	Teacher sing with the pupils make a circle song	
	3'	All the group	Listen and respond the teacher	Present the clothes with flashcardas	Flashcards
	1'30"	All the group	Take the flashcards	Give the flashcards to the children	Flashcards
	3'	All the group	Follow the teacher explanations and do the activity children must correct teacher.	Take different flashcard and say: "We're put it like on the head, on the partner hear..." She can make mistakes.	Flashcard
	2'	All the group, pairs	Stand up and make a circle.	Sing the song walking , walking and make a circle	Cd
	1'	All the group	Listen and respond the teacher	Explain the activity	
	3'	Pairs	Do the activity	Explain that the children have the same flashcard un pair and have to find the other	
	1'30	All the group	The children clean up the class	Sings clean up's song and hep them	
	1'30	All the group	Sings bye, bye skippy's song	Sings bye, bye, skippy's song	

Assessment Criteria		
All children must be able to (75%) Associate real clothes and wear it.	Most of the children will be able to (15%) Join real clothes with flashcards.	Some of the children could (10%) Associate moving on the hoops and associate all clothes.

Lesson # 5		
Learning objectives	Learning outcomes	Evidence for Assessment
a) Associate their own body and that of others, their action possibilities and learn to respect differences. b) Develop emotional skills. c) Develop communication skills in different languages and forms of expression.	Children review clothes and body parts, and help their partners to wear it.	<ul style="list-style-type: none"> • They touch the different parts and sing the song • They take the different flashcards that it is in inside the giraffe's bag. • They imagine that they are giraffes and they touch eyes, neck...
Discourse/Text targeted		Language targeted- Non-verbal L Targeted
-Games explanation -Songs explanation		-Concepts: shoes, coat, glasses, hat, eyes, neck, feet, ears... -Paralanguage: Body moves about wear clothes, and body parts.
Outline of leading activities		
Associate the different parts of the body.		

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	30"	Full Group	Hello Skippy! Song.	Start Hello Skippy! Song, and help to sing it.	Cd
	30"	Gull Group	Go to the carpet, with song Walk, walk, walk...	Sing Walk Song, and point children the carpet.	
	2'	All the group	Review the previous concept.	Review the concept and say the question about this	
	1'	In pairs	Make pairs	Helps the children to make pairs	
	3'	In pairs	Listen and respond the teacher	Explain the activity. First, give the flashcards to each pairs about the parts of the body. The real clothes are hidden.	Flashcards
	3'	In pairs	One person of the pairs close the eyes and the other search the correct clothe.	Look and help them	Real clothes
	1'	In pairs	The partner put the clothe in the other child.	Look and help them	Real clothes.
	3'	In pairs	The same activity changing the roles to search the clothes	Look and help them	Real clothes.
	1'	In pairs	The partner put the clothe in the other child.	Look and help them.	Real clothes.
	1'30"	All the group	The children clean up the class	Sings clean up's song and hep them	Cd
	1'30"	All the group	Sings bye, bye skippy's song	Sings bye, bye, skippy's song	Cd

Assessment Criteria		
All children must be able to (75%) Associate help their partners wearing clothes.	Most of the children will be able to (15%) Associate all clothes and body parts helping partners.	Some of the children could (10%) Do everything without mistakes.

Lesson # 6		
Learning objectives	Learning outcomes	Evidence for Assessment
a) Associate their own body and that of others, their action possibilities and learn to respect differences. b) Develop emotional skills. c) Develop communication skills in different languages and forms of expression.	Children acquire self-confident and they help the others.	<ul style="list-style-type: none"> • They touch the different parts and sing the song • They take the different flashcards that it is in inside the giraffe's bag. • They imagine that they are giraffes and they touch eyes, neck...
Discourse/Text targeted		Language targeted- Non-verbal L Targeted
-Games explanation -Songs explanation		-Concepts: shoes, coat, glasses, hat,... -Paralanguage: Body moves about wear clothes
Outline of leading activities		
Self – confident, and help others when they feel bad.		

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	30"	Full Group	Hello Skippy! Song.	Start Hello Skippy! Song, and help to sing it.	Cd
	30"	Gull Group	Go to the carpet, with song Walk, walk, walk...	Sing Walk Song, and point children the carpet.	
	30"	All the group	Make a circle and sing the song make a circle	Teacher sing with the pupils make a circle song	Cd
	1'	All the group	In a circle, sing Do you know my name?	Teacher make emblems to sing the song.	Cd
	9'	All the group	Listen and participate in the history	Tells the history.	flashcards
	5'	All the group	Listen and participate in the history	Make the different question about the previous lesson	
	1'30"	All the group	The children clean up the class	Sings clean up's song and hep them	Cd
	1'30"	All the group	Sings bye, bye skippy's song	Sings bye, bye, skippy's song	Cd
	30"	All the group	Make a circle and sing the song make a circle	Teacher sing with the pupils make a circle song	Cd
	10'	All the group	Listen and participate in the history	Tells the history.	flashcards
	5'	All the group	Listen and participate in the history	Make the different question about the previous lesson	
	1'30"	All the group	The children clean up the class	Sings clean up's song and hep them	Cd

Assessment Criteria

All children must be able to
(75%) Follow the story.

Most of the children will be able to
(15%) Answer teacher's questions about contents.

Some of the children could
(10%) Have empathy with story characters.

[illegible]

INFERENCE

We used this activities because we think that children can be more autonomy and more responsible to help his partners and the others.

We start this unit with basic concepts, concepts about body parts like eyes, nose, feet, neck, and concepts about clothes like hat, coat, shoes and glasses, because it's basic to understand the story.

The main topic of the story is helping somebody who feels bad.

We use the principal characters of English book, because children are identify and can associate the feelings on themselves.

The main activity is the story and the text used is narrative, however the text of the rest of the activities of this unit is instructional.

Inside of the story, we'll use different parts of the others activities to review the concepts. We'll use some questions too.

Tania Santos Alonso
Maria Santos Marcos
Sandra Sastre Villacorta
Beatriz Seco Alberdi
Lara Tarilonte Terán
María Terán Álvarez